

REGULATORY SUPPORT DIVISION (AFS-600) TRAINING PLAN

Objectives: The complexity of AFS-600's mission, the accelerating pace of technological change, and dramatic realignment of function and resources require training on the part of employees regardless of their position or experience. In such an environment, investment in training is a strategic necessity. AFS-600 is committed to becoming an organization in which employees and managers continuously seek opportunities to enhance existing skills and to develop new skills and knowledge. To accomplish this, AFS-600 will

- Incorporate training needs in performance plans, occupational workforce plans, strategic plans, and align training activities with the needs of the division.
- Promote management ownership of the division's training plan and accountability for the plan's implementation.
- Manage training as a capital investment by identifying and budgeting for the true costs of training incidental to technological advances, policy change, or process reengineering.
- Collaboratively work with employees to create a continuous learning organization in which we develop know-how, learn from experience, and share our knowledge with those who will carry aviation into the future.

Roles and Responsibilities: Employees. AFS-600 depends upon the knowledge, skills, abilities, and the dedication of its employees to accomplish its mission. Employees are encouraged to take advantage of opportunities to develop expertise required by changing job requirements. As members of a dynamic organization, AFS-600 employees must be active participants in identifying skill needs and career goals, identifying training strategies, and evaluating the impact of training on performance.

Roles and Responsibilities: Managers. AFS-600 managers play a key role in assessing gaps between mission requirements and actual workforce capability, prioritizing training and developmental needs, defining and certifying the accomplishment of training objectives, and fostering on-the-job development. Supervisors and managers are specifically responsible for ensuring that training needs are identified for employees using the annual Flight Standards Training Needs Assessment process.

Congressional Mandate: AFS-600 must adhere to the Congressional Training Restrictions for all training funded by the Government.

Congressional restrictions require that the:

- (1) Employee's identified needs for knowledge, skills, and abilities bear directly upon the performance of official duties.
- (2) Training does not contain elements likely to induce high levels of emotional response or psychological distress.
- (3) Employee receives prior notification of the content and methods to be used in the training and is aware of the requirement for a written end-of-course evaluation.

- (4) Course contains no religious or quasi-religious belief systems or “new age” belief systems.
- (5) Course is not designed to change participant's personal values or life style outside the workplace.
- (6) Course does not include content related to human immune deficiency virus/acquired immune deficiency syndrome (HIV/AIDS) other than that necessary to make employees more aware of the medical ramifications and the workplace rights of HIV-positive employees.

Training Needs Assessment: The Flight Standards Training Needs Assessment (TNA) process is used to identify all training needs. Once each fiscal year, managers will conduct a training needs assessment using the TNA process. Training needs identified that have FAA course numbers (i.e., FAA Academy and Center for Management Development) and training needs for courses from other agencies and out of agency will be assessed using the TNA process following the steps contained in the TNA Guide. Courses from other agencies and out of agency are categorized as management and general. Continuous learning strategies that can be used to meet learning needs include correspondence courses, computer based instruction courses, and on-the-job training. These training needs will be identified using the TNA steps; however, they will be approved and scheduled at the division level.

The Flight Standards Training Needs Assessment can be accessed on the Internet at <http://fstna.awp.faa.gov/fstna>. Managers will provide a password for each employee to access the web site.

Identifying Training Needs: Managers are responsible for ensuring that training is consistent with the division's goals, programs, and future workload requirements and is identified for employees using the Flight Standards Training Needs Assessment process. The procedures listed below will be used to identify training needs within the division. Attachment 1 is a flowchart depicting the major steps in this process.

1. The Flight Standards Training Needs Assessment (TNA) process will be used as the training needs assessment for *all* training for the division. This training needs assessment occurs once each fiscal year. The training needs identified in the TNA process will be submitted to the division's training officer.
2. The steps in the TNA Guide will be used to assess the training needs for continuous learning requirements (correspondence courses and computer-based instruction); formal education; seminars; specialty short seminars, such as stress management and conflict resolution; and on-the-job training (OJT) needs.
3. The training needs identified through TNA will be consolidated by the division's training officer and will be submitted to AFS-100. These training needs will include all training identified through the TNA process.
4. Training needs identified in the TNA process for management and general training will be used to formulate the division's training budget for the next fiscal year. For example, the TNA submission in fiscal year 2002 identifies training needs for fiscal year 2003. The TNA process is used to prioritize the management and general training requirements.

5. Managers will use the training needs identified through the TNA process as the basis for the training needs for the Individual Development Plans (IDPs) for employees. For example, the TNA submission in fiscal year 2002 identifies training needs for fiscal year 2003. These training needs will become the basis for the initial IDPs for employee performance year 2003. During the performance cycle, training may be included on the IDP in addition to that identified by the TNA process.
6. The TNA process will be used to assess and prioritize additional training needs that are identified on employees' IDPs. These training needs will be consolidated at the branch level and submitted to the division's training officer.
7. Managers will identify on-demand training needs that become known during the fiscal year and that were not identified during the TNA process. The steps contained in the TNA Guide will be followed to assess the need for this training. If the training is management and general, step 14 in the TNA Guide will be used to prioritize on-demand training. Managers will submit on-demand training needs to the division's training officer as soon as these needs are identified.
8. A needs analysis form must be completed for all training requests which the division may fund. The needs analysis form must be submitted to the division's training officer. Refer to attachment 2 for a copy of the needs analysis form.
9. Managers will certify as to funds availability for training travel when the needs analysis form is submitted to the division's training officer.

Evaluation of Completed Training: Congressional restrictions require a written end-of-course evaluation. The division utilizes a standardized evaluation form for training completed by employees. Attachment 3, End of Course Evaluation, provides for student evaluation of the physical instructional setting, content of the training, training materials, and the overall instruction.